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ABSTRACT

The guide is intended to develop realistic self concepts and goals as a basis for wise career and educational decisions by mildly retarded, neurologically impaired, and perceptually impaired students. An initial section lists learning charcteristics of handicapped students and pairs them with suggested teaching procedures. Lessons with objectives and procedural information are presented for two topic areas: (1) self and career awareness (covering the student as an individual, the student as a member of society, and choosing a career) and (2) economic aspects of living (including such areas as using newspaper advertisements, understanding a savings account, understanding insurance, buying on credit). The final section provides activities for exploration of manufacturing and construction occupations, touching on such topics as safety, job notebooks, tool learning, values and ambitions, and craft production experience. An occupational interest form and a list of indoor entry level occupations showing whether or not union membership is required are appended. (CL)

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INTRODUCTION TO VOCATIONS:

A TEACHER'S GUIDE FOR THE EDUCATIONALLY HANDICAPPED

New Jersey Vocational-Technical Curriculum Laboratory

CE-1003

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INTRODUCTION TO VOCATIONS:

A TEACHER'S GUIDE FOR THE EDUCATIONALLY HANDICAPPED

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FOREWORD

INTRODUCTION TO VOCATIONS FOR THE EDUCATIONALLY HANDICAPPED is a publication with a long history. The present volume is a revision of the Teachers Guide For A Model Program On Introduction To Vocations For Educable Mentally Retarded, which was originally written in 1967 by Patricia Gaynor, Introduction to Vocations Coordinator in Union, under the guidance of Dr. Margaret Blair and Harold Seltzer, then Director and Supervisor of the Introduction to Vocations program. Introduction to Vocations, initially funded through the Vocational Education Act of 1963 and state and local funds, began with fourteen school districts in the 1965-1966 school year. The program was designed to aid upper junior high school students in gaining occupational awareness and in making wise educational and career decisions.

This guide has been revised and kept in print for a very simple reason: it directly meets a common and serious need for a career exploration program for mentally retarded, neurologically impaired, and perceptually impaired students. While the Introduction to Vocations program has grown and evolved since the pilot projects of the mid-sixties, our commitment to providing all students with opportunities for career exploration as a basis for sound and personally rewarding career decisions remains constant.

Many educators have found the earlier guide and the field-test version of the present revision helpful in the organization of programs designed to meet the needs of handicapped students. The publication of the current revision is intended to ensure the continued availability of this material.

John W. Williams
Director, Introduction to Vocations

ACKNOWLEDGMENTS

This publication is a revision of the 1968 Teachers Guide For A Model Program On Introduction To Vocations For Educable Mentally Retarded, which was written by Patricia Gaynor of Union, with editorial review by Benjamin Shapiro of the New Jersey Vocational-Technical Curriculum Laboratory and revisions by Thelma Frazee Clark, of Point Pleasant Borough.

The present revision was done by a team of four special education teachers from East Brook Middle School in Paramus. Joseph Boreale, Barbara Litwinka, Debra Mash, and Robert Sabatino worked in consultation with their school psychologist, Michael Carluccio. The late Dr. Benjamin Barbarosh, Paramus Assistant Superintendent of Schools, provided vision and leadership.

Mary Teresa Buoanno and Jacqueline Stefkovich, formerly state Introduction to Vocations Supervisors, assisted in the organization and preparation of the revision.

INTRODUCTION

The Introduction to Vocations program has always emphasized the importance of manipulative ("hands on") experience in career exploration. Manipulative experience, as well as field trips, guest speakers, and occupational simulation are particularly effective with educable mentally retarded (E.M.R.), neurologically impaired (N.I.), and perceptually impaired (P.I.) students whose handicaps make symbolic learning difficult. The characteristics of these students, and suggested procedures for instructors, are treated in the following section of this guide.

The purpose of the program is to develop realistic self-concepts and goals as a basis for wiser educational and career decisions. Success in this program, leading to enhancement of self-respect and discovery of new interests, may be transferable to other school activities. The fostering of successful experience is particularly important for this student population.

The first instructional section of this volume is concerned with development of social skills and self-awareness essential to functioning in the larger society. This is followed by a section on economic competencies necessary to independent living. The third major section provides a set of activities for exploration of manufacturing and construction occupations.

This section should be regarded as a sample of exploration activities organized by occupational cluster. The Introduction to Vocations program uses the occupational cluster system developed by the United States Office of Education as standardized and comprehensive categorization of occupational families and jobs. Users are encouraged to develop additional program materials for other clusters in light of their own needs, expertise, and resources. The fifteen clusters are:

(1) Agri-Business and Natural Resources Careers

(2) Business and Office Careers

(3) Communications and Media Careers

(4) Construction Careers

(5) Consumer and Homemaking Related Careers

(6) Environmental Careers

(7) Fine Arts and Humanities Careers

(8) Health Careers

(9) Hospitality and Recreation Careers

(10) Manufacturing Careers

(11) Marine and Science Careers

(12) Marketing and Distribution Careers

(13) Personal Service Careers

(14) Public Service Careers

(15) Transportation Careers

Appended to the guide are an Occupational Interest Form and a list of entry-level jobs which may suggest suitable exploratory experiences for educationally handicapped students.

LEARNING CHARACTERISTICS OF HANDICAPPED STUDENTS

Characteristics Of Problems	Suggested Procedures For Teacher
Has short attention span; easily distracted by extraneous stimuli.	Use short well-motivated periods of learning. Provide a place that is quiet and has a minimum of distractions. Have materials which are interesting and attractive and, above all, have them READY to use. Present the student only those materials that are to be used immediately. Give specific directions and help to only a few students at a time.
Tends to be slow to react.	Maintain your own composure and patience. Introduce only one step or point at a time - be sure this is understood before going to the next step. Be sure that your expectations are not above the student's ability level. Do not plan for numerous "rapid and direct" responses to equally numerous questions.
Doesn't know how to attack educational problems (learning). Lacks ability for higher mental processes.	Teaching procedures, content and material must be adapted to <u>everyday needs</u>. Don't just explain, but SHOW the child what he or she is to learn; go through the process with him/her to see that what you showed is understood; let the student tell you about it; review it again and stress what has been learned.

Characteristics Of Problems	Suggested Procedures For Teacher
	Have the student demonstrate to someone else and show what has been learned.
	Use as many senses as possible when teaching;the more the student uses, the easier he or she learns.
Possesses limited ability to analyze and solve problems, judge, evaluate, and reach decisions.	Limit the number of abstractions presented to the child.
	See that vocabulary level is appropriate.
	Use stories, role-playing and pictures which will give practice in judging cause and effect.
	Give training in application of technique at appropriate level.
	In connection with "real" experiences, determine logical sequence of events and note which are the most important.
	Through planned role play, dramatize outcomes or decisions.
Shows limited ability to do abstractions, to generalize, and to develop and utilize concepts.	Develop skills through concrete experiences and first-hand practical illustrations. (Most skills must be taught through repeating and practicing experiences in the situation in which they will be used.)
	Point out necessary concepts and strengthen them through emphasis and frequent repetition.
	Always scan material to be taught for new words and concepts which need clarification.
	Remember -- the student responds to things rather than ideas.

Characteristics Of Problems	Suggested Procedures For Teacher
Fails to recognize past learnings (familiar elements) in new problems or situations.	Repeat previous explanations -- do not assume the student will use past experiences. Go through the same procedures in different settings. Progress slowly from the known to the unknown. Again, provide experiences in the situations in which they are to be used. The gradual introduction of new situations not only promotes learning but frequently prevents misbehavior.
Learns slowly and forgets quickly. Tends to repeat errors.	Since he/she learns primarily by rote (repetition), use highly motivated practice periods and frequent reviews. Because responses are usually in the form of habit patterns, it is difficult for this child to profit from mistakes and to correct errors independently. You must POINT OUT, ASSIST, and SUPERVISE closely. Help the student establish the pattern without error. Where possible, look ahead, foresee where mistakes may occur and try to avoid them. Be sure to keep within specific levels of ability to lessen the possibility of errors. Emphasis should be placed on successful accomplishments rather than criticism of errors

Characteristics Of Problems	Suggested Procedures For Teacher
	When tasks are to be performed, have the student prepare and practice in advance -- then help the student to be able to do it without hesitation.
Has difficulty in setting up and maintaining standards of workmanship. Often stops or leaves a project before it is completed.	Plan with and guide the student in EVERY detail.
	During the early stages, choose projects with short-term, attainable goals.
	Set up one goal at a time and approach it step by step.
	Make the work patterns routine in order to promote security.
	When the student becomes frustrated, give some extra help and control your own emotions. (In other words, don't let yourself become annoyed with incomplete work and false starts.)
	Use praise whenever the child shows indication of progress.
	Have the student compete with his or her own previous record rather than with other students.
Demonstrates undesirable behaviors, attitudes and personality extremes. (May become frustrated easily because of limited abilities.)	Use a positive rather than a negative approach.
	Rewards and encouragement are more effective than punishment, scolding, criticism, and discouragement.
	Be specific rather than general in your statements -- general statements are often too complicated for this type of child and may produce frustration and refusal.

Characteristics Of Problems	Suggested Procedures For Teacher
	Be sure that your requests are consistent.
	Make commands or give directions slowly so the child has an opportunity to grasp what has been said.
	Keep your voice calm and do not verbalize unnecessarily.
	Excessive verbalism may cause the student to disregard what is being said.
	Whenever possible, give the student a choice of activities.
	Do not make threats and avoid anger in the presence of the student.
	With the overly active student, isolation at times is desirable.

I. SELF AND CAREER AWARENESS

The Student As An Individual

Society is composed of interdependent people, and all people live within it. Exceptional children are affected by society in the same way as other individuals, with complications created by their handicaps. In order for these students to more fully assimilate into society, an effort must be made to teach them the skills, habits, and values which are held by society. The keys to social assimilation and dealing effectively with society are learning to understand one's self and getting along with others.

Two lessons ("Helping students appreciate the physical differences between the sexes and within each sex" and "Understanding and dealing with emotions") and a Personal Development Monitoring Instrument are provided. The user may wish to develop additional lessons organized around behaviors identified on the Monitoring Instrument. The instructor should record student progress on individual Monitoring Instruments to bring out behaviors requiring additional individualized attention.

LESSON I: Helping students appreciate the physical differences between the sexes and within each sex.

Objectives:

1. To help students appreciate the differences between and within sexes.

2. To help students understand the differences that begin to take place as a result of puberty.

Procedure:

1. The teacher should begin with a discussion of the various sizes within the group.

2. The class discussion should include some discussion on how the students' sizes reflect the sizes of their parents.

3. The lesson may involve the creation of a chart that will show the differences of height and weight.

4. As teacher inclination and local situations allow, use discussion of physical changes associated with puberty as a lead-in to a lesson on human reproduction.

LESSON II: Understanding and Dealing With Emotions

Objectives:

1. To help students understand feelings and emotions common to this age group.

2. To help students deal with emotions.

3. To help students with failures.

Procedure:

1. The class should discuss all the various emotions that they have experienced.

2. Create a chart where each emotion is named and defined; i.e., "joy": a very happy feeling.

3. Have the students locate pictures in magazines which show various emotions.

4. Have students mount and label each picture. The chart should be used here.

5. Conduct discussions or role playing that helps to promote student awareness of emotions and ways to deal with emotions.

Additional Activities:

1. Discuss with the students appropriate dress for various situations. Discuss how inappropriate dress can affect situations such as job interviews.

2. Have the students explore individual requirements for various jobs. This should lead to a discussion of how appropriate jobs may be for various members of the class.

3. Use role-playing to help students demonstrate how to deal effectively with social situations.

PERSONAL DEVELOPMENT MONITORING INSTRUMENT

Student_____

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
1. Begins to develop acceptable behavior towards the opposite sex.			
2. Begins to develop social amenities appropriate to his/her sex and age.			
3. Knows and accepts the physiological changes that have or will occur as a result of puberty.			
4. Is beginning to make the most of his/her physical appearance.			
5. The student understands that certain jobs are more suitable to him/her.			
6. The student strives for maximum achievement in his/her school work and realizes the importance of this.			
7. The student displays appropriate vocational interests.			
8. The student understands the feelings that are associated with an interest in the opposite sex.			
9. The student has a realistic attitude towards disappointment.			

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
10. The student is aware of some of the skills necessary to attain his/her future and present goals.			
11. The student has a concern for his/her own success.			
12. The student takes pride in his/her hobbies and interests.			
13. The student takes pride in performance of responsibilities within the peer group.			

The Student As A Member of Society

This unit concentrates on social roles in the family, school, and political society. Lessons include "Dealing with responsibility and contributing to the group," with an associated Group Participation Monitoring Instrument; "Understanding our American heritage," "Understanding the government," and "Laws," followed by a Political Awareness Monitoring Instrument.

As with the unit on the student as an individual, instructors are encouraged to develop additional lessons keyed to behaviors or understandings identified on the Monitoring Instruments.

LESSON I: Dealing With Responsibility And Contributing To The Group.

Objectives:

1. To get students involved with a school or group project.
2. To promote peer association.
3. To promote the acceptance of responsibility towards one's school.

Procedure:

1. Through class discussion, decide on a service project that the class can do. The project should be done "for the good of the school."
2. The class should be divided into groups for the various stages of the project. A leader should be appointed by each group.
3. Each group should complete its various tasks.
4. When the project is completed, the group should discuss and evaluate how well the project was planned and executed.
5. The class should also discuss the need for cooperation when people work together in groups.

Additional Activities:

1. The class should discuss things that can be done to help make and keep friends.
2. Have the class identify traits which cause people to have difficulty making friends. Have them also identify traits which make some students popular. These traits can then be incorporated into a checklist, which students can use to evaluate and improve their skills in getting along with others.
3. Have the pupils list situations in which they must deal with various figures of authority.
4. Discuss why authority figures are necessary and what the world would be like if they did not exist.

GROUP PARTICIPATION MONITORING INSTRUMENT

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
1. The student participates in school groups.			
2. The student participates in organized sports either in school or outside of school.			
3. The student associates with his or her peer group.			
4. The student assumes some responsibilities in the home and in school.			
5. The student appreciates the contributions that individuals make to the group.			
6. The student appreciates the need to respect individuals and groups.			
7. The student tries to understand and respect the judgment of parents and adults.			
8. The student accepts responsibility for actions within the group.			
9. The student is able to maintain friendships.			
10. The student attempts to resolve difficulties pleasantly.			

LESSON II: Understanding Our American Heritage

Objectives:

1. To give students a basic understanding of our American heritage.

2. To help the student become familiar with some famous Americans and their contributions.

3. To familiarize the students with the significance of major American holidays.

Procedure:

1. Prior to the first class lesson, the teacher should create a bulletin board or display of pictures of famous Americans and famous events from America's history.

2. The class should then discuss what they know about each picture. The teacher should supplement where it is needed.

3. The class should then write a combined effort paragraph to label each picture in the display. The paragraph should include pertinent information about each person or event and any holiday that we know and celebrate in connection with this person or event.

Post-test

After the display has been visible for several days, the teacher should remove the paragraphs. Then, either individually, or in a group, students should reiterate the original information. The student's knowledge should be evaluated on the monitoring form.

LESSON III: Understanding the Government

Objectives:

1. To help students understand the purpose of the Constitution.

2. To help students understand the meaning of elections.

3. To help students know the names of the political parties.

4. To help students understand the organization of local, state and federal governments.

Procedure:

1. Students should use cardboard and paper to make a bound book which will be used to keep a log of government articles. The notebook should be divided into three sections: local, state, and federal governments (county government may also be used.)

2. The students should be given access to daily newspapers. They should use class time to cut out articles about government officials or agencies.

3. Class time should be spent to help the students divide the articles into the appropriate sections.

4. The teacher should allow students time to discuss the articles and tell their classmates what they have learned about the various people in the government.

Additional Activities:

1. Have students visit a student council session. A class discussion should follow. The students should try to understand how the student council serves them as part of the school.

2. Make a list of problems that are common in large cities and how they could be solved.

3. Report on the elections held in the school, city, state, and federal governments.

4. Make booklets to cover the topic of citizenship. Devote sections of each booklet to such topics as laws, voting, and services. Use newspaper articles as the basis for the booklet.

LESSON IV: Laws

Objectives:

1. To help students gain a basic understanding of what laws effect them.

2. To help students understand that obeying laws is part of being a good citizen.

Procedure:

1. The group should discuss laws and the reasons we have them. They should then decide which laws effect them.

2. The laws that the students select should be organized into three areas for a class bulletin board.

3. The laws should then be printed on a paper and added to the bulletin board.

4. The students should complete the bulletin board with magazine pictures that illustrate these laws.

Additional Activities:

1. Duplicate sample ballots and practice voting with the different instructions, such as "vote for no more than two."

2. Discuss traffic violations. Talk about the serious complications which may be involved.

3. Discuss the legal concepts of jury, jury summons, perjury, witness, and subpoena.

SAMPLE BULLETIN BOARD

LAWS THAT EFFECT ME

WORKING	SCHOOL	SAFETY

POLITICAL AWARENESS MONITORING INSTRUMENT

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
1. The student is aware of the contributions of famous Americans.			
2. The student understands the origin and significance of patriotic days.			
3. The student understands that people came to this country for a variety of reasons.			
4. The student recognizes that the Constitution is a document that insures certain rights to all people.			
5. The student understands that people elect government officials.			
6. The student knows the names of the major political parties.			
7. The student understands the process of voting and the secret ballot.			
8. The student understands that candidates should be elected on merit.			
9. The student understands that the United States is a democratic society, but that there are other forms of government.			
10. The student has an understanding of the organization and function of local, state, and federal governments.			

Choosing a Career

This unit is organized differently from previous units in this section. Rather than providing specific lessons, this unit presents general guidelines for modification of the substantial body of occupationally-specific career exploration activities described in other Introduction to Vocations publications. Also, the Appendix to this publication provides an Occupational Interest Form and a list of entry-level jobs designed for educationally handicapped students. The interest form may be used to replace interest surveys found in other Introduction to Vocations publications, while the list of jobs may be helpful in teacher selection of careers for exploratory activities.

The general organization of career exploration activity might be outlined as follows:

A. What is work?

1. Definition of work
2. Enjoyable work
3. Work that is not enjoyable
4. Things considered work

B. What is a career?

1. How work and career are related
2. Existing careers
3. Definition of career

Methods used to insure successful incorporation are: (1) role playing; (2) hands-on activities; (3) field trips into the community; (4) relating other subject matter to careers; (5) use of resource people from the community; and identification and exploration of occupations in the community relevant to each cluster and unit.

Activities should encourage individual creativity and should be flexible enough to allow overlapping within the structural framework of the classroom program.

In developing a program, one should be aware of the most current trends in the community, and expose the student to all of the facts which will give a base of experience upon which a student can effectively make decisions.

Current information about the community resources is important. A major task will be keeping up-to-date information regarding career trends on local, state, and national levels.

II. ECONOMIC ASPECTS OF LIVING

In order to deal effectively with the adult world, it will be necessary for the exceptional child to meet and solve personal economic problems. Learning to manage money involves the acquisition of habits, attitudes and skills necessary for budgeting, making wise purchases and investments and saving.

The school program should be designed to help the exceptional child acquire the skills necessary to manage money wisely. This section of the curriculum provides a skill monitoring instrument and lessons designed to give the exceptional child assistance and guidance in developing the skills related to wise buying, financing, insurance, savings, taxes, social security and budgeting.

ECONOMIC SKILLS MONITORING INSTRUMENT

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
1. Student knows the names and values of coins and small bills.			
2. Student can count the exact amount of money needed for making a purchase.			
3. Student can make change accurately.			
4. Student has some understanding of the relative cost and value of store items.			
5. The student knows how to evaluate the quality of various merchandise and deals with this in relation to quantity and price.			
6. The student is able to budget personal money.			
7. The student understands the meaning and necessity of personal budgeting.			
8. The student knows what items should be included when planning a family budget.			
9. The student is able to keep an account of how money is being spent.			

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
10. The student knows how and why to keep a savings for emergencies.			
11. The student understands the advantages of purchasing with cash.			
12. The student understands the advantages and disadvantages of making purchases on time or through the use of lay-away plan.			
13. The student understands the concept of interest.			
14. The student knows when, where, and how to borrow money.			
15. The student understands what is meant by credit rating and why this is important.			
16. The student knows how and why people save money.			
17. The student understands the advantages of using a savings bank.			
18. The student knows how to deposit and withdraw money.			
19. The student knows how to cash checks.			
20. The student knows how to write personal checks.			

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
21. The student is able to balance a checkbook.			
22. The student knows the differences between life, health, fire, home, and automobile insurance.			
23. The student understands why people carry insurance.			
24. The student knows where to purchase insurance.			
25. The student is able to apply for a social security card.			
26. The student understands the social security withdrawals that are taken from a paycheck.			

LESSON I: Creating a Money Value Bulletin Board

Objectives:

1. To review the names and values of coins and small bills.

2. To give the student practice of counting out exact change of purchases.

3. To help students to develop the skills necessary for making change.

Procedure:

1. Students should be instructed to bring in magazines from home.

2. During one lesson period, the students should locate pictures that exhibit food that is served in the school cafeteria. These should be mounted on paper with the prices labeled at the bottom.

3. These pictures should then be displayed on a bulletin board.

4. During the next group lesson, the teacher should have students use real money to show what coins would be needed for purchasing individual items. The teacher should quiz students to see that they are able to correctly name each coin.

5. In a more in-depth lesson, the teacher should have each student plan a lunch menu and compute the cost with exact change. The teacher should carry this further by giving the student whole dollar amounts with which to purchase this lunch and have them compute the change.

LESSON II: Using a Newspaper Advertisement

Objective:

To give students an understanding of the costs of grocery store items and an introduction to comparison shopping.

Procedure:

1. Have students bring in grocery store advertisements from their local newspapers.

2. Have students select items to compare by price and weight.

3. Make up a grocery list and have student make up a price list.

4. After computing the cost of the grocery list, the students should be given an amount of money to compute their change.

Additional Activities:

The following activities are described briefly. They may be used where extra practice is needed to further develop the monitored skills.

1. The teacher may bring in various restaurant menus. The students should then be assigned the parts of customer, waitress, and cashier. The teacher can test to see if the customer can purchase within limits; if the waitress can total the bill, and the cashier can make change.

2. Plan a class trip or party where the students plan each activity, collect the money and budget all expenditures.

3. Create a classroom chart where students can keep a record of their daily food expenditures. The students can total costs of food weekly and monthly.

4. Use advertisements to help the students estimate and understand the cost of clothing and feeding a teenager for a period of time.

5. Visit the local post office and purchase a money order after discussing this as a procedure for paying a bill.

6. Discuss the concept of receipts. Display various types. Help students to realize the importance of requesting and keeping receipts. Keep a class file of receipts.

LESSON III: Introduction to Budgeting

Objective:

To give students an introduction to budgeting.

Procedure:

1. Students should plan either a real or hypothetical group trip. The first class discussion should include a selection of trip and a plan as to what expenses the trip will include.

2. During the second class period, a budget should be set up. It should initially be done on the board. Each student should then make a copy.

SAMPLE BUDGET

Total $ Available	Cost of Food	Soft Drinks	Admission	Trans.	Total Cost

Between lessons 2 and 3, research must be done.

3. During the third class period, the group should complete their budget, first on a classroom chart and then on each student's own record books.

4. Teacher should alter and scramble budget information and see if students can reassemble the information into a budget.

LESSON IV: Family Budget

Objective:

To give the student a more in-depth look at budgeting.

Procedure:

1. Introduce the students to common components of a family budget and to the reasons for the inclusion of these items. The students should begin to keep this information in a notebook. Duplicated sheets of these terms should be distributed to students.

   Fixed Expenses

   - Food
   - Rent/Mortgage
   - Insurance
   - Utilities
   - Auto

   Flexible Expenses

   - Clothing
   - Household Equipment
   - Furniture
   - Gifts
   - Medical
   - Leisure
   - Savings

2. During the second class period, the concept of family income should be introduced, and a budget chart should be made up. This should be done on the board. When this is completed, the teacher should duplicate the chart so all students can keep a copy in their notebooks.

3. The third class period should be devoted to setting up a hypothetical budget. Fixed expenses should be done first to allow students a chance to see how priorities must be set.

4. Give students a blank budget sheet and a weekly income amount and allow them to set up a hypothetical budget on their own.

Additional Activities:

The following activities can be used to give further practice with budgeting.

1. Help each student to keep a record of personal expenditures for a specific period of time. These should be listed under necessary and unnecessary spending. Use these records for evaluating the uses of money.

2. Create a bulletin board to show how one person living alone might budget income (based on a minimum wage salary). Use paper money on a large chart, which should resemble a budget sheet, to show housing, food, clothing, utilities, insurance, savings and recreation.

LESSON V: Understanding a Savings Account

Objective:

To familiarize the student with the use of a savings account.

Procedure:

Prior to the lesson, the teacher should visit a local bank and ask for forms to use in teaching. The lesson will require blank application cards, deposit slips, withdrawal slips, and bank books.

1. Lesson one should begin with an explanation of how to open a bank account. The group should be guided while completing the application cards.

2. The second class period should be spent discussing the meaning and procedure of deposits. Many blank deposit slips should be available for this lesson. The students should be guided while learning to write deposit slips for various amounts of money. The last slip written should be entered as the initial deposit in the blank bank books.

3. The third class lesson should follow the same procedures as did lesson two with the concept of withdrawal being introduced and practiced.

4. Give each student a withdrawal and a deposit slip with amounts for each. On their own, the students should complete these and enter them in their bank books. The monitoring form should then be marked.

Additional Activities:

These activities may be used to provide extra practice on the skills surrounding savings.

1. Discuss what is meant by "saving for a rainy day." Create a display showing what students might save for.

2. Organize a classroom bank to handle savings for a specific purpose, such as a class party or picnic.

LESSON VI: Introduction to Credit Buying

Objective:

To familiarize the student with the concept of purchasing on time or with credit and the advantages and disadvantages of buying this way.

Procedure:

1. Introduce this lesson with a discussion of things people might buy that would cost more than their weekly budget would allow.

2. Students should select one item for the group to use as their example purchase (i.e., Stereo). Through newspaper advertisements, the group should decide on a price.

3. A chart should then be created to show the comparative cost of the article purchased on each type of plan as compared to paying in full.

Original Cost	Charge Plan Payments	Bank Loan	Store Credit	Lay-Away

This lesson should also include definitions of interest, invoice, statement and contract.

Additional Activities:

Since this is a difficult concept to teach, additional activities may be necessary to reinforce the skills surrounding credit. The following activities may be developed into lessons by the classroom teacher:

1. Develop classroom discussions eliciting personal experiences of students where purchases were made on credit. Each purchase should be considered from a cash viewpoint and then compared to credit. This should help the student to understand how credit buying adds to the cost of the purchase.

2. Create a chart to represent interest and cost. This chart should show how each dollar borrowed must be paid back along with an extra percentage.

3. Emphasize the importance of adhering to contract conditions, noting that late payments may result in penalties or repossession.

LESSON VII: Understanding Insurance

Objective:

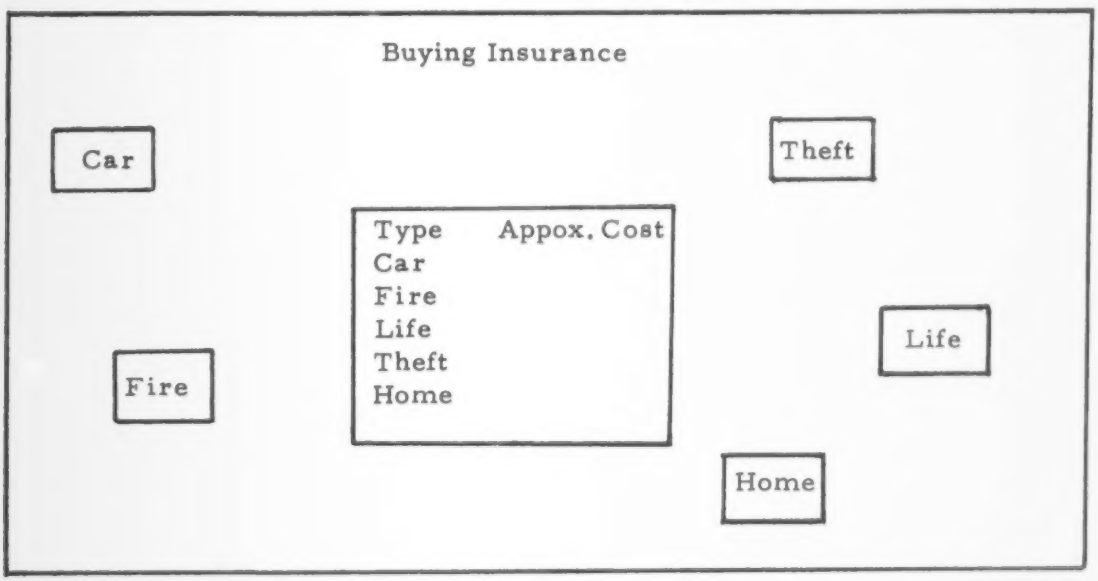
To help students understand the different types of insurance that they will need in the future, why this is needed, and what this may cost.

Procedure:

1. Discuss with the class the various types of insurance a person may carry. As these are discussed, a chart should be made for use in the next lesson.

2. Pass out magazines to the students. Have them locate and cut out pictures that represent the types of insurance that were listed in the previous lesson. These pictures should be mounted and then displayed on a bulletin board, organized by types of insurance.

3. For the third lesson, an insurance agent should come to speak to the class. The agent should deal with approximate costs that will be faced. When insurance is purchased, this information should be added to the chart to complete the display.



4. The teacher should use pictures similar to those used on the display. The student should tell the teacher what type of insurance could protect each pictured item, how they would purchase this, and what it might cost. These skills should be marked on the monitoring forms.

Additional Activities:

1. Collect various insurance pamphlets and display them in class. Discuss the various companies and what types of insurance they sell.

2. Discuss minor types of insurance, such as for T.V. repairs, so that students are aware of these and how you are usually confronted with this insurance when you purchase appliances.

LESSON VIII: Social Security Cards

Objective:

To give the student an understanding of the social security provisions, how and where to get a social security card, and an understanding of social security deductions.

Procedure:

Prior to the lesson, the teacher should get sample social security forms.

1. The first lesson should include a discussion of what social security is and what it provides for. Paycheck stubs should be available to show the social security deduction in various amounts.

2. Distribute the social security application cards. Guide the students to complete these in class.

3. Use the phone book to locate the nearest social security office. If possible, with parental permission, take students to this office to apply for social security cards.

LESSON IX: Unions

Objectives:

1. Students will understand common terminology associated with unions.

2. Students will understand common labor-related issues.

3. Students will be introduced to the advantages and disadvantages of union participation.

Procedure:

1. List the union-related vocabulary words on the board, such as

   a. collective bargaining
   b. promotion
   c. grievance
   d. shop steward
   e. benefits

2. The student will compile a list of terms with their meanings.

3. Class discussions and small group talks will be used to allow students to combine ideas and exchange findings.

4. Groups will research and define issues representing both labor and management, such as working conditions, fair wages, employment security, productivity, loyalty, etc.

5. Discussions, debates, and role playing should be used as methods of reinforcing information gathered in groups.

6. Summarize the information under two headings: advantages and disadvantages of union participation.

III. MANUFACTURING AND CONSTRUCTION CAREERS UNIT

In the educational program of the exceptional child, it is important to prepare each student to deal successfully with demands of employment. One of the major concerns of this program should be developing ways and means of providing the handicapped student with the skills, habits, attitudes and understanding that will enable the student to have the best possible opportunities in the world of work.

This unit is designed to give first-hand experiences to each student. The lessons place emphasis on the pupil's ability to work with others, attitudes towards accepting criticism, abilities in handling tools and materials, punctuality, personal appearance, courtesy, trustworthiness, enthusiasm and job interest.

Through a program with these emphases, the exceptional child should be able to adequately meet the problems of the work world. This school program will help prepare these students to become self-sustaining members of a community in spite of any intellectual, neurological, or perceptional limitation he or she may possess.

The separate unit approach is used in this section on manufacturing and construction. There are eleven lesson plans contained in this section. They are designed in a sequential way so that completion of all of them would provide the student with a good introduction to the work world of manufacturing

and construction. Further exploration of interests and development of learned skills should be provided, however, throughout the school year so that future occupational choices will have as broad a base of experience as possible. The creativity of the individual teacher will enable him or her to see opportunities for such expansion of interests and skills into all aspects of the curriculum.

MANUFACTURING AND CONSTRUCTION CAREERS MONITORING INSTRUMENT

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
1. Student understands what is meant by skilled and unskilled.			
2. Student has an understanding about these jobs and the skills they require: a. Nurse's aide b. Public works (city) c. Janitor d. Crossing guard e. Security guard f. Baker's helper g. Stock clerk h. Laundry worker i. Gas station attendant j. Landscaper k. Carpenter's helper l. Transportation m. Food service worker n. Painter's helper o. Garment worker p. Retail worker			
3. Student understands how one begins to look for a job.			
4. Student is aware of job responsibilities. ("Tips for a good worker.")			
5. Student is aware of some of the tools he may need in basic labor jobs: a. Auger bit b. Automatic drill c. Automatic screw driver			

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
d. Hacksaw			
e. Band saw			
f. Belt sander			
g. Bit brace			
h. Book plane			
i. Circular saw			
j. Clamps			
k. Combination square			
l. Disc sander			
m. Drill press			
n. Hammer			
o. Hand drill			
p. Hand plane			
q. Hand saw			
r. Jig saw			
s. Jointer			
t. Miter box			
u. Planer			
v. Pliers			
w. Rule			
x. Sanding block			
y. Shaper			
z. Screw driver (phillips and flat head)			
aa. T-level			
bb. Try square			
cc. Wrench			
dd. Cleaning tools			
6. Student is able to identify various nails and screws.			
7. Student is aware of proper safety, care and cleaning of tools.			
8. Student is aware of how to avoid work accidents.			

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
9. Student is aware of what to do in case of an accident.			
10. Student is aware of the vocabulary associated with assembly-line work: a. Factory b. Mass-production c. Conveyor belt d. Supervisor e. Rate of production f. Piece work g. Assembly line h. Quality control i. Raw material j. Design			
11. Student is aware of what kinds of products are made on an assembly line.			
12. Student understands the concept of an assembly line and how it increases production.			
13. Student can name some of the jobs found in assembly line factories.			
14. Student has successfully worked on a classroom assembly product.			
15. Student is able to explain what a craft item is.			
16. Student understands the difference between a craft product and an assembly line product.			

	Student Proficiency Prior to Instruction	New Skill Completed Date	Skills Unable to Complete and Comments
17. Student is able to name jobs associated with craft items.			
18. Student has successfully worked on a craft product.			
19. Student starts work on time.			
20. Student works with minimum direction and supervision.			
21. Student works carefully and neatly.			
22. Student maintains productive level throughout class period.			
23. Student is pleasant and cooperative with fellow students.			
24. Student accepts constructive criticism.			

LESSON I: Creating a Bulletin Board Display

Objectives:

1. Given magazines, students will select a variety of photos depicting workers in job situations.

2. Upon engaging in classroom discussion of the workers pictured, students will distinguish general characteristics and gain some understanding of individual requirements.

Procedure:

1. Students should be instructed to bring magazines from home.

2. The class should work individually at selecting pictures of workers and cutting them out. This should take one full lesson period if instructing E.M.R. students.

3. At the next lesson, the teacher should present the pictures to the class. The teacher should lead the students to realize which jobs require an extended amount of education and which jobs are entry-level jobs.

4. The pictures should then be mounted and placed on the bulletin board with appropriate comments as to amount of training needed.

LESSON II: Student Job Notebooks

Objective:

Given a teacher prepared ditto which leaves space for job name, job requirements, and job locations, the student will use photos and discussion knowledge to classify job categories with 100% accuracy. (Teacher will aid in accuracy criteria.)

Procedure:

1. Prior to the lesson, the teacher should create a ditto that will be used for the pages in the job notebooks.

   Sample page for job notebook:

Job Name	Things you must know how to do:	Where you could work at this job:
Janitor	1. How to clean and wax floors 2. How to wash windows 3. How to clean the lavatories 4. How to do small repairs	1. School 2. Office buildings 3. Hospital

2. Students should each be given construction paper to make covers for their job notebooks. They should be encouraged to use magazines and newspapers to find pictures to put on their notebook covers. Paper fasteners should be used to put the pages in the notebooks so that additional pages may be added.

3. The bulletin board pictures or premade job poster may be used to present basic skill jobs to the class. The teacher should head the class discussion to help bring the students to the information necessary for each job. This job information should then be placed on an experience chart for the students to copy. This lesson should take several class periods if used with E. M. R. students.

Additional Activities for Lessons I and II:

1. Have the students create a list of the basic skill jobs that are available within the school. The jobs may be listed on a chart and the information should then be added to the job notebooks.

2. Make regular surveys of the want-ad columns in the daily newspapers. Have the class use these to identify basic skill employment opportunities.

3. Make a classroom job directory with the information from the newspapers. Have the students include the job name, where the job is, how to apply, the requirements and the pay-rate.

4. Discuss the responsibilities and duties of each worker on bulletin board or in notebook.

5. Utilize role play situations to present the kinds of responsibilities each job might entail.

6. Invite speakers to tell the class about these jobs.

7. Use films to show different basic skill workers at their jobs.

8. Use field trips to see entry-level jobs in hospitals, parks, etc.

9. For a final project in this area, the class should compile a list of part-time and summer jobs that are available to junior high school pupils. The students should discuss which jobs they are able to perform and how to get these jobs.

LESSON III: Worker Responsibility

Objective:

Students will be able to identify at least four major common worker responsibilities (ex: getting to work on time, getting work done, accepting directions, getting along with others).

Procedure:

1. Through individual interviews, assess student awareness of worker responsibilities.

2. Role play job situations to teach work habits with each exercise concentrating on a particular behavior, such as getting to work on time.

3. Each good working habit should be put on a poster and displayed in the room.

4. The list of habits for a good worker should be put on individual sheets (spirit master duplicator).

5. Have each student keep a daily record of work habits. This may be used for academic work as well as hands-on vocational activities, i.e., reading and writing assignments.

Additional Activities:

1. Create a problem list so that students can keep a record of problems that they had at work. Use these problems as a basis for class discussions. Have the class decide what can be done to avoid similar problems.

2. Discuss the importance of dress and appearance in holding a job.

3. Make a display of proper dress and grooming for various jobs such as nurse's aides, cafeteria workers, janitors, etc. Magazine pictures should be mounted and labeled for this purpose.

4. Divide the class into working groups for various activities. Assign a leader for each group. This activity should be followed by a discussion of how to cooperate and how cooperation promotes effective work. Students should also discuss what makes an effective leader.

5. Discuss what happens to the work that one is doing when a person fails to cooperate with others on the job.

6. Discuss the consequences of failing to report to work, being late, or coming unprepared. The teacher should try to tie this into school work.

7. Talk about the concept of the importance of work. Have students develop reasons why each job they perform is important to society.

LESSON IV: Learning About Tools

Objective:

Upon the completion of individualized tool reference books and discussions, the student will gain a general knowledge of some of the most common tools associated with basic skill jobs.

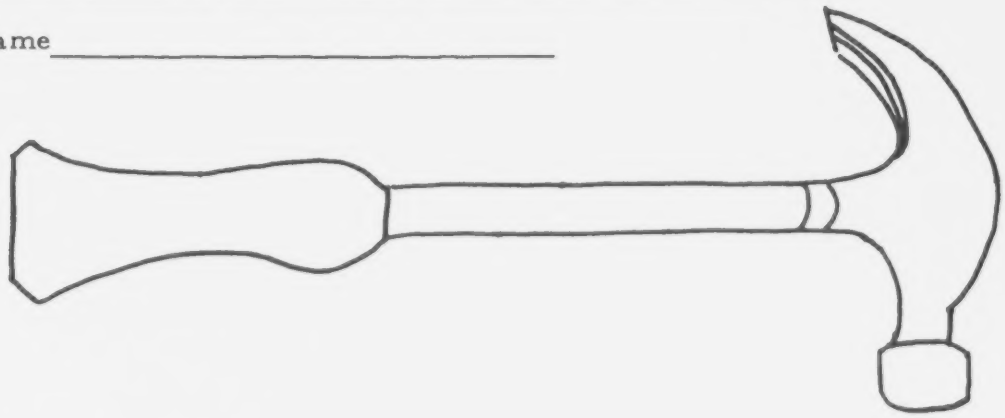
Procedure:

1. Ask students to tell or show you how to use basic tools. Use interview and knowledge chart procedure as outlined in Lesson III. Have student create individual tool reference books. Teacher-made dittos should be used for each page. The tools that are included will depend on the student's ability.

   Sample page from tool book:

   _____

   Tool name_____



Tool parts	What is it used for	Other information
a. _____	_____	_____
b. _____	_____	_____

_____

2. Have students make covers for their job books. They should be encouraged to draw or cut from magazines pictures of simple tools.

3. Each student should receive a tool page to be fastened into the booklet. Teacher should have the actual tool on hand.

4. Students should begin by completing the name and tool parts. Teacher should be pointing these out on the tool.

5. Discussion should follow on how this tool may be used. This information should be added to the tool page.

6. If there is any other information such as cost or name brands, this can be added. Students may enjoy looking up this information in catalogs.

7. Depending upon the student's ability, these tools may be included in the tool book:

auger bit
automatic drill
automatic screw driver
hacksaw
band saw
belt sander
bit brace
block plane
circular saw
clamps
combination square
disc sander
drill press
hammer
hand drill
hand plane
hand saw
jig saw
jointer
miter box
planer
pliers
rule
sanding block
shaper
screw driver (phillips and flat head)
T-level
try square
wrench

8. Have students collect common tools for a display.

9. Students should compile file cards for each tool, including the name, description of proper use, and safety precautions.

10. The label cards for each tool should be turned face down for a game in which students can try to give the name, uses, and safety for each tool. This may be done individually or in teams. This will also serve as a measurement of the student's knowledge of tools.

Additional Activities:

1. Display shop charts that identify the names and uses of different nails and screws.

2. Display charts of various tools and machines. Students should be taught to name tools and some of their important parts.

3. Students should be given demonstrations on tools and machines in the school shops. They should also be given an opportunity to try these tools with guidance.

4. Use magazines and have students create their own bulletin board display of common tools associated with basic skilled labor.

5. Students should learn the practical uses of each tool and some safety measures.

6. Teacher should demonstrate proper storage of tools.

7. Teacher should demonstrate proper cleaning of tools.

8. Have students prepare a list of possible occupations that might use these tools.

LESSON V: Safety First

Objective:

Students will have a general knowledge and experience with safety rules involved with manufacturing jobs.

Procedure:

1. Describe job situations involving safety. They may be role-played or simply discussed.

2. This information should be put on a chart that will be displayed in a work area of the room.

3. Allow students to bring in pieces of safety equipment from home and let others experiment with them.

4. These rules may be discussed as part of this lesson:

   a. Don't allow rags and waste to accummulate.
   b. Don't carry tools improperly.
   c. Don't misuse tools.
   d. Don't put nails or other sharp objects in your mouth.
   e. Don't place heat conductor near flammable liquids.
   f. Don't day dream while working with machinery.
   g. Don't leave hot liquids or fire unattended.

Additional Activities:

1. Display safety posters in the room and use them for classroom discussions on cause and effect.

2. Discuss carelessness, forgetfulness, inexperience, laziness, fatigue, and not following directions as causes of accidents and how they can be avoided.

3. Discuss what should be done in case of an accident. Procedures should be put on posters and hung up in the shop area.

4. Discuss the reasons for wearing protective clothing such as: aprons, eyeshields, gloves, masks, safety hats, and special shoes.

5. Identify jobs that require protective clothing, and explain why they require this. Go to local industry and make contacts with safety personnel.

   Get them to bring safety equipment to class for students to experience.

6. Visit local industries to observe the kinds of work that are available for workers without prior training. See what these jobs demand and what safety precautions are taken.

7. Role play some of the things that one can do to help in emergencies until the doctor comes.

8. Have the school nurse or Red Cross volunteer offer demonstrations in the care of some common accidents.

9. Have students devise safety rules for class, school and home. Let them explain these to other groups of people.

LESSON VI: Assembly Line

Objectives:

1. Students will understand and experience some of the concepts involved with assembly line manufacturing.

2. Students will understand some of the vocabulary associated with assembly line production.

Procedure:

1. Set up a simulated assembly operation.

2. Each word discussed should be placed on a word card. Word cards should be boldly displayed about the room and placed in close proximity to the simulated activity they represent.

3. Students should find pictures to represent these words.

4. The word cards and pictures can be used for testing exercises in which the student matches the word to the picture and explains what the picture is.

5. This procedure should be followed for each word presented.

   These words should be included:

factory	piece work
mass production	assembly line
conveyor belt	quality control
supervisor	raw materials
rate of production	design

   Other words may be added to this list.

Additional Activities:

1. Provide opportunities to evaluate and check classroom work at the end of a designated period. Thus, students can begin to see the need for assuming individual responsibilities for carrying a job through to completion.

2. Have the students undertake a group project, such as making a product display case. Assignments of various jobs, discussion of procedures to be followed, and the actual contribution of each member may help students realize the necessity for group work.

3. Volunteer the services of the class to collate materials for teachers in the building.

4. Use magazines to develop a display of products made on assembly lines.

5. Use magazine pictures and charts to hold class discussions on the kinds of jobs one might find in an assembly line factory and reasons why assembly lines are used in business.

LESSON VII: Assembly Line - Is It for You?

Objective:

1. Through the utilization of "job site" field trips, classroom discussion and role playing, the students will understand some of the jobs involved with assembly line production and form a value judgment about these.

Procedure:

1. Using concepts developed in Lesson VI, devise a checklist of likes and dislikes. Read terms to students. Students check either column - Like or Dislike.

   Sample: Checklist of Likes and Dislikes

   Student Name_____ Teacher_____
   Student Age_____ Room Number_____
   Date of Test_____

Verbal Label	Like	Dislike
factory		
mass-production		
conveyor belt		
supervisor		
production		
piece work		
assembly line		
quality control		
raw material		
design		

2. Take a trip to a factory so that students can see how an assembly line works and how each person has only one job.

3. Discussion after the trip should center around the different jobs that were seen in the factory.

4. Make a classroom chart of all the products that the students think might be made on an assembly line. Discuss each suggestion and evaluate why or why not the product would be made on an assembly line.

5. Discuss with the class how an assembly line saves time and speeds production.

6. Use role playing situations to show how an assembly line relies on each person.

LESSON VIII: Assembly Line - Testing Values and Ambitions

Objective:

1. Given "hands-on" experiences to assembly line production, students will test their value judgments with regard to this kind of work.

Procedure:

1. Volunteer the services of the class for community or school jobs such as collating, stuffing, sealing and stamping materials. Organize the jobs on an assembly line basis. Through this type of organized activity, pupils can gain an appreciation of the need to cooperate and of the efficiency of each person having a specific job.

2. Plan for a community service project, such as making tray favors for a children's hospital, or making book marks or cards for an old people's home. This should be organized as an assembly line task.

3. Carry-out an assembly shop project.(Job organization and shop set-up for Christmas wreath and small wood projects follow.)

   Christmas Wreath project:

   (1) Students should be divided into task groups according to skill.

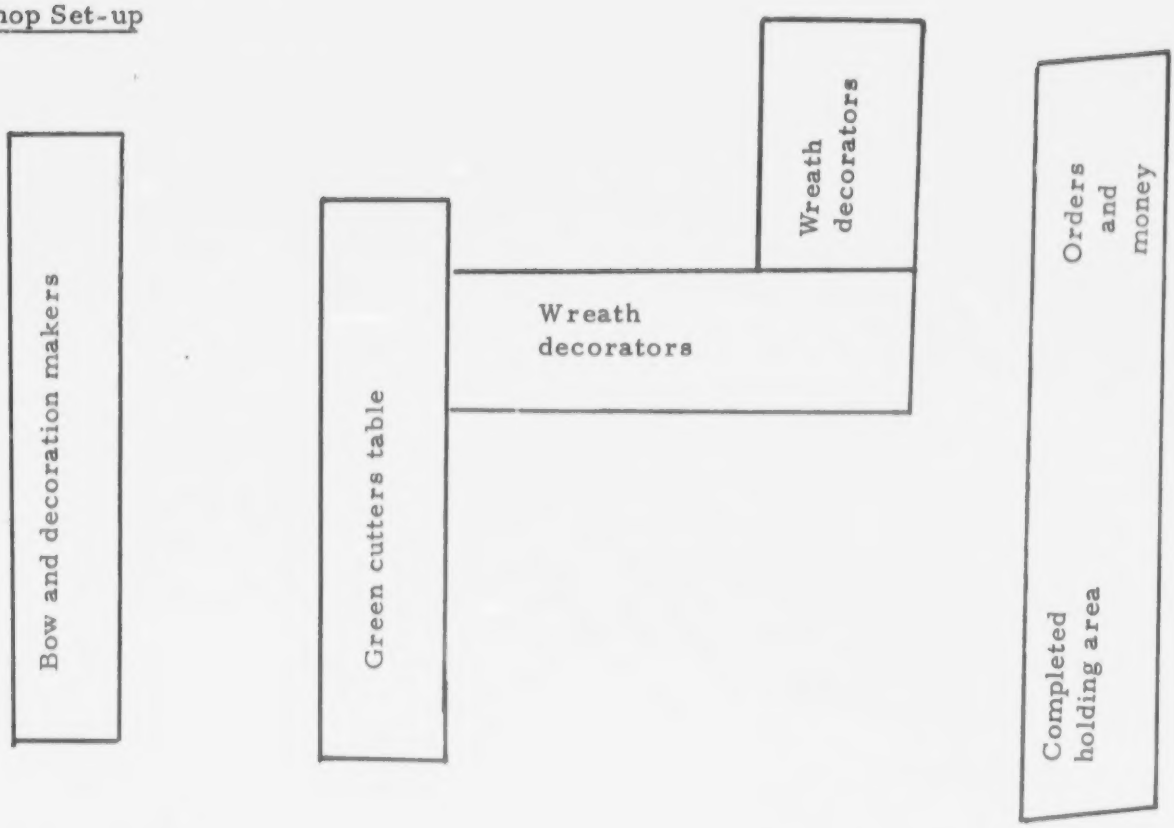
   Job Areas

   1. Wreath makers - highest skill
   2. Wreath decorators - 2nd highest skill
   3. Green cutters - low skill
   4. Maintenance - lowest skill
   5. Orders and delivery - high skill
   6. Bow and Decoration - low skill

   (2) Shop set up: (can be done with classroom desks and tables).

CHRISTMAS WREATH PROJECT

Shop Set-up



Job Descriptions

Wreath Makers - take the precut greens and place them into metal wreath forms to create a bare Christmas wreath (Highest Skill).

Wreath Decorators - take the completed wreaths and decorate them with a bow, candy canes, Christmas balls, etc. and spray snow (2nd Highest Skill).

Green Cutters - assist the wreath makers by cutting the large bales of greens into the appropriate lengths (Low Skill).

Maintenance Workers - pick up the discarded greens and bring in new greens from the fresh bales which are kept outdoors (Lowest Skill).

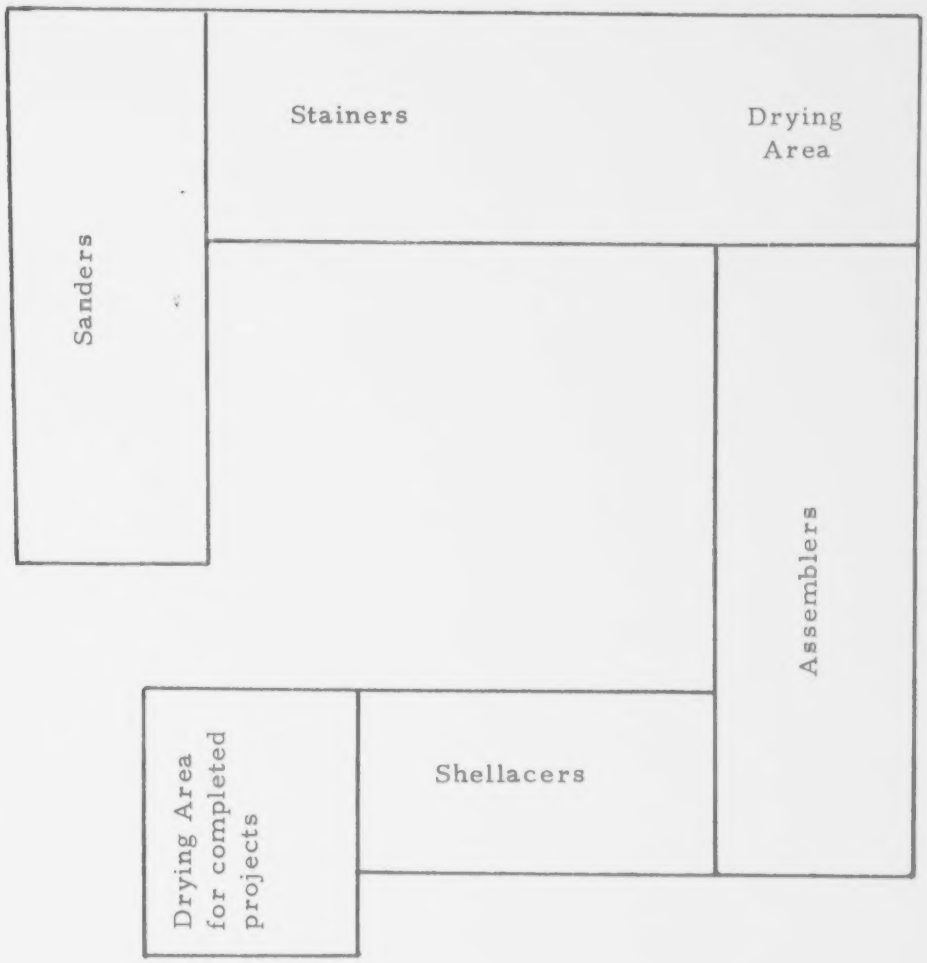
Orders and Delivery - are in charge of taking orders, collecting money and delivering wreaths to in-school customers (High Skill).

Bow and Decoration Makers - are in charge of making the bows, cutting the candy canes, and pairing-up the Christmas ball decoration (Low Skill).

SMALL WOOD PROJECT

(Planters, Foot Stools, Letter Holders, etc.)

Shop Set-up



Job Descriptions

Sanders - take the premade parts and sand all rough edges until they are smooth and ready for the stainers (Lowest Skill).

Stainers - stain all the parts to one project. Each project must be stained completely, especially if more than one stain is being used (High Skill).

Assemblers - take the stained parts and assemble the project. Depending upon the project, that may be done with glue or nails. (Highest Skill).

LESSON IX: Understanding Craft Productions

Objective:

Upon the completion of some sample craft projects, students will understand some of the activities involved with certain craft productions.

Procedure:

As an introduction to crafts and the amount of work involved, the class should trace a craft project through to completion.

a. Teacher should select one craft product, such as a candle, and present it to the class.

b. The class should then discuss the steps that it took to make the candle.

c. These steps should then be put in charts and displayed in the activity area of the classroom.

Additional Activities:

1. Use illustrations to identify some historical American crafts.

2. Discuss the difference between assembly line production and craft production.

3. Use magazines to cut out pictures of craft items and display them on a bulletin board.

LESSON X: Craft Production and Manufacturing

Objective:

Upon the conclusion of "job-site" field trips observing crafts people at their work, classroom discussions and related learning experience charts, students will develop an understanding of some of the jobs in craft production.

Procedure:

1. Take a trip to a craft center where students can see crafts people at their work.

2. After the trip, discussion should take place that is centered around the jobs that were seen.

3. Students would benefit from a trip to a craft fair where they can see products that people make in their own homes.

4. Make a classroom chart of all the products that the students think might be made in a craft shop. Each of these should be discussed and evaluated as to why or why not they would be made in an assembly line.

LESSON XI: Craft Production Experience

Objective:

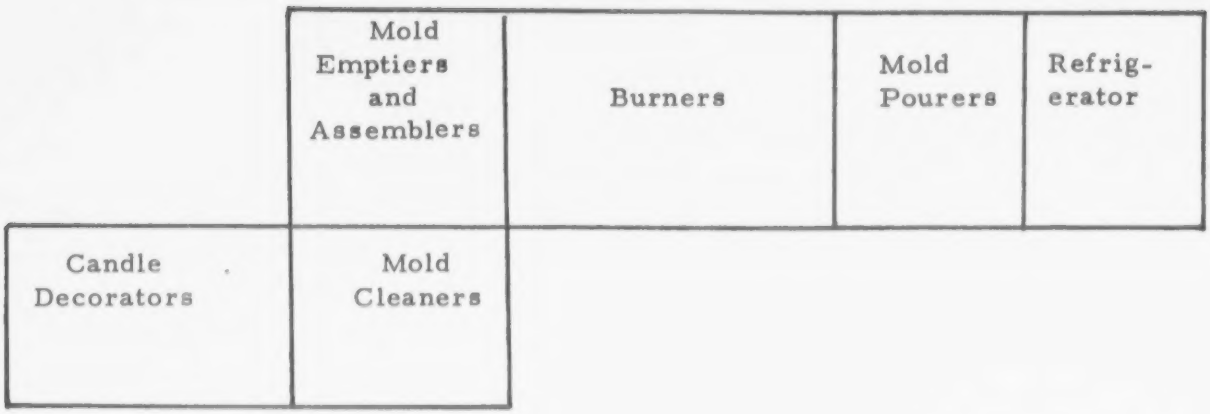
Given the opportunity to take part in a simulated craft shop, the students will develop a sense of accomplishment through hands-on experience with craft production.

Procedure:

Shop set-up and job descriptions are provided for candle making, ceramics, and leather craft projects.

CANDLE MAKING PROJECT

Shop Set-up



Job Descriptions

Mold Cleaners - clean all molds after each use (Low Skill).

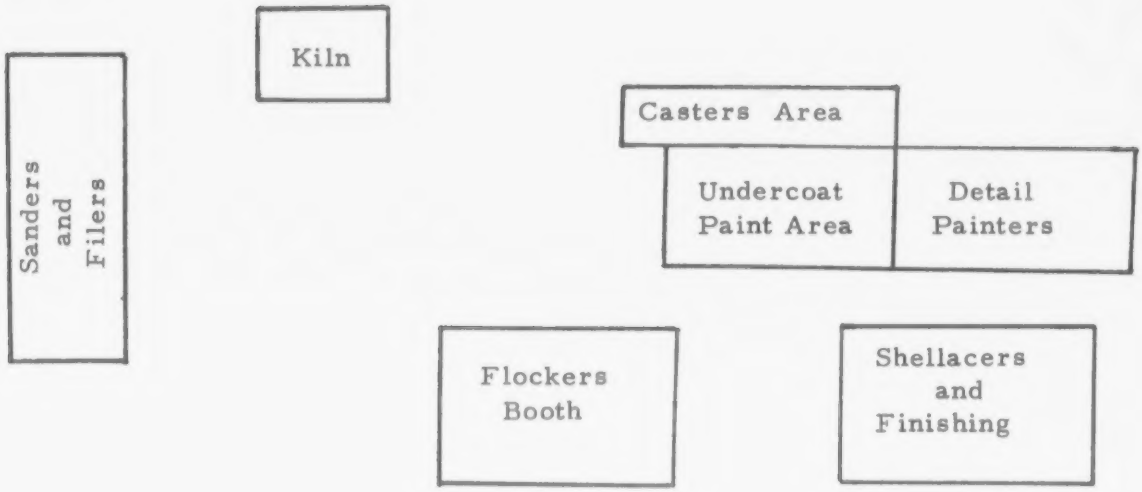
Mold Emptiers and Mold Assemblers - remove the completed candles from the molds. The molds will be given to the cleaners and the candles will be given to the decorators. The mold will be returned to these people for assemblying after they have been cleaned (High Skill).

Mold Pourers - are responsible for melting wax, filling molds, and topping them the next day (High Skill).

Candle Decorators - are responsible for trimming excess wax and painting the decorations on candles (Highest Skill).

CERAMICS PROJECT

Shop Set-up



Job Descriptions

Casters - fill the molds with slip, remove the excess slip at the proper time, and remove the hardened pieces from the molds (Medium Skill).

Sanders and Filers - sand or file away the excess from the greenware (Medium Skill).

Undercoaters - paint the greenware pieces with the undercoating (Low Skill).

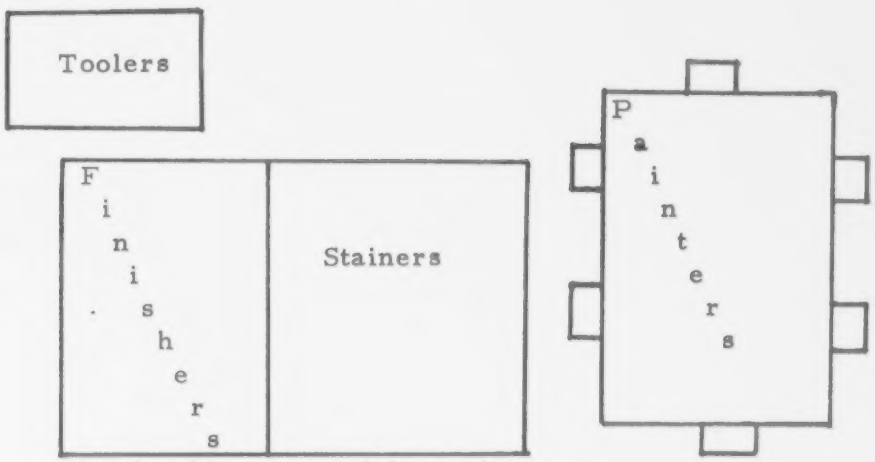
Detail Painters - must have a steady hand in order to paint fine details (clothes, faces) onto the pieces (High Skill).

Flockers - put the glue and flocking onto the bottom of finished pieces (Medium Skill).

Shellacers - spray shellac on certain pieces when necessary (Medium Skill).

LEATHER CRAFTS PROJECT

Shop Set-up



(preferably near a sink area)

Job Descriptions

Leather Toolers - hammer and tool designs onto pre-cut leather pieces. They must have a steady hand in order to deeply stamp-out the desired patterns (High Skill).

Leather Stainers - must carefully apply the desired stain to the leather project. Students will wear protective plastic gloves when applying the stain (Low Skill).

Design Painters - must have fine motor skills to paint within the tooled area of the leather project (Highest Skill).

Project Assemblers and Finishers - these students are responsible for (1) applying the protective finish to the projects; (2) riveting key rings together, and (3) skin-packaging the final projects (High Skill).

APPENDIX

OCCUPATIONAL INTEREST FORM

	YES	NO	SOMETIMES
WHAT DO YOU LIKE?			
Indoor work			
To work with other people			
To do many different things when working			
The kind of work that keeps you moving around			
To work with your hands			
To measure things			
Farm work			
To walk			
Working alone			
To do things for others			
To work with tools			
To work with colors			
To run a sewing machine			
To meet people			
Sports			
To care for and understand animals			
To do housework			

	YES	NO	SOMETIMES
To mow and trim a lawn			
To wash dishes			
To work with clothing			
Kitchen work			
ARE YOU:			
Proud of your work?			
Willing to work hard while on the job?			
Able to reach, stretch, bend and stoop to do certain jobs?			
Interested in care?			
Able to keep awake on the job?			
Friendly and polite?			
Neat in appearance?			
Kind and sympathetic?			
Willing to work some Sundays, holidays or evenings?			
Dependable?			
Usually on time?			
WOULD YOU:			
Like to learn a skilled trade?			
Do your best to help a customer?			

	YES	NO	SOMETIMES
Enjoy a job with varied duties?			
Like to work at a job in which you make homes more beautiful?			
Like working in a theater?			
Like working at a machine for a long time?			
Like to live on a farm?			
DO YOU LIKE:			
Woodworking and machine shop?			
To build and repair things?			
To launder and iron things?			
To help sick people?			
To take things apart?			
To work with paint?			
To see rooms kept neat?			
CAN YOU:			
Follow written instructions?			
Pack things neatly?			
Be trusted?			
Work well with someone watching you?			
Work well in hot weather?			

	YES	NO	SOMETIMES
Stand on your feet for a long period of time?			
Remember things fairly well?			
Work quickly, using both hands, if necessary?			
Follow orders?			
Count carefully?			
Sit in one place for a long time?			
Read a weight scale?			
Work where it is noisy?			
Run household appliances?			
Lift heavy objects easily?			
Stack boxes neatly?			
Control your temper?			
Pick up and handle small things well?			

Name: _____

Date: _____

Note:

This should be used as a basis for individual discussion with the student.

JOBS

INDOOR ENTRY-LEVEL FACTORY OCCUPATIONS

OCCUPATION	LOCATION	UNION MEMBERSHIP REQUIRED*	
		Yes	No
Assembly Line Worker	Factory		
Automobile Assembler	Automobile Factory		
Bag Baler	Bag Factory		
Bag Sewer	Bag Factory		
Broom Maker	Broom Factory		
Brush Filler	Broom Factory		
Buttonhole Machine Operator	Garment Factory		
Carton Waxer	Box Factory		
Cutting Machine Operator	Shoelace Factory Leather Company		
Filler-Packer	Cosmetic Factory		
Furniture Assembler	Factory		
Frame Finisher	Factory		
Fryer	Noodle Factory		
Grader	Cannery		

*These union requirements should be determined locally and the check placed in the suitable column.

OCCUPATION	LOCATION	UNION MEMBERSHIP REQUIRED*	
		Yes	No
Hemmer and Fringer	Awning Company Window Shade Factory		
Labeler-Packer	Paint Factory Supply Factory		
Mattress Packer	Mattress Factory		
Noodle Press Operator	Factory		
Packer	Candy Factory Supply Company		
Plastic Binder	Calendar Factory		
Popcorn Packer	Food Factory		
Power Sealer	Canning Factory		
Slitter-Operator	Box Factory		
Spray Person	Factory		
Steamer	Knitwear Factory		
Stitcher	Awning Factory		
Tinning Machine Operator	Calendar Factory		
Toy Stuffer	Toy Factory		

OCCUPATION	LOCATION	UNION MEMBERSHIP REQUIRED*	
		Yes	No
Trimmer	Canning Factory		
Wire Edger	Hat Factory		
Yarn Person	Textile Factory		
Bath Person	Hotel		
Bell Person	Hotel		
Bottle Sterilizer	Dairy, Soda Company		
Bus Person	Restaurant		
Car Washer	Service Station		
China Duster	Retail Store		
Cleaning Person	Hospital Business Firm Nursing Home		
Cookie Machine Operator	Cookie Plant Bakery Company		
Cooler Person	Ice Cream Plant		
Cone Packer	Ice Cream Plant		
Day Nursery Helper	Day Nursery		
Doughnut Machine Operator	Bakery Company		
Dyer's Helper	Commercial Dyeing Plant		

OCCUPATION	LOCATION	UNION MEMBERSHIP REQUIRED*	
		Yes	No
Florist Helper	Florist Shop		
Food Server	Cafeteria		
Frame Finisher	Picture Frame Shop		
Giftwrapper	Department Store		
Hospital Storekeeper's Assistant	Hospital		
Ice Cream Novelty Worker	Ice Cream Plant		
Inspector	Food Plant Bottling Plant		
Kennel Person	Animal Shelter or Hospital		
Laundry Mender	Laundry		
Meat Trimmer	Packing House		
Muffler Installer	Special Company Garage		
Newspaper Inserter	Newspaper Distribution Center		
Opener Tender	Textile Industry		
Order Filler	Cosmetic Industry Supply Company		
Paint Mixer	Paint Company		

OCCUPATION	LOCATION	UNION MEMBERSHIP REQUIRED*	
		Yes	No
Plant Person	Bakery Supply Company		
Powder Room Attendant	Hotel Night Club		
Premium Servicer	Gift Offer Company		
Printer's Devil	Print Shop Newspaper Press Room		
Racker	Bakery Company Bakery		
Sacker	Supermarket Fruit Market		
Salad Maker	Company Kitchen Restaurant Cafeteria		
Handbill Distributor	Municipal Offices Community at Large		
Landscape Gardener or Helper	Private Institutions Government Institutions Nursery		
Park Worker	Federal, State, Local and Private Parks		
Receiving Clerk's Helper	Warehouse		
Resort Helper	Resorts		
Section Person	Railroad Company		
Stable Person	Riding Academy		

OCCUPATION	LOCATION	UNION MEMBERSHIP REQUIRED*	
		Yes	No
Tree-Trimmer	Tree Company		
Truck Farmer's Helper	Farms Market		
Worker	Fish Hatchery		